

School Activities



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School Activities

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VOL. XXI, No. 5

JANUARY, 1950

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 40 cents. \$3.00 per year.

Entered as second class matter, December 1, 1930 at the post office at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

As the Editor Sees It



And it's now—1950. Yesterday it was 1940, day before yesterday, 1930, two days ago, 1920. How decades fly! It is interesting to consider that many of the boys and girls in your classes will soon write the year 2000 at the tops of their letters. Wonder what schools will be like then?

Every year we have numerous inquiries for information concerning all types and phases of extracurricular activities. Our bound and indexed volumes always come in handy when answering these letters. Which gives us an idea.

Why don't you (or a committee of your council) cross index each number of *School Activities* as it appears and file this material away in a suitable card catalogue against future need? Then when some group or individual desires information, he can find it at your fingertips. We are assuming, of course, that copies of SA are saved and filed for further use.

Of all the records kept by the school, those relating to activities are the most incomplete; in fact, they are worse than that, in most schools such records are not kept at all.

Of course, to some extent they exist in the yearbooks, but obviously, here they are not accessible without some laborious and discouraging digging.

Consequently, we are glad to publish William S. Stokes' article, "We Start an ECA Log," with the hope that other schools will appreciate the necessity for these records and make plans to develop them.

To put responsibility where it belongs—the PRINCIPAL should REQUIRE that such records be kept for EVERY activity.

In some communities which have a Volunteer Fire Department, the school has organized a Junior Fire Department. This group organizes and conducts fire drills, sponsors essay and poster contests, presents assembly programs, arranges exhibits and demonstrations, helps to keep hydrants clear of brush, weeds, and snow,

and in other ways promotes fire safety.

All-city student councils have been organized in a number of areas which have more than one high school. These councils not only do much to coordinate school activities, sponsor inter-school functions, develop better school relationships, etc., but also help to promote and administer such city projects as community chest, traffic control, junior citizenship campaigns, recreation, etc. Several of them have organized inter-school assembly program exchanges.

In 1947 the Pennsylvania State Supreme Court ruled that money collected through extra-curricular activities must be handled by school boards in the same way as tax-raised funds. However, the school code prohibited boards from spending tax money on activities. The net result was confusion. A new law gives activities semi-official standing and, under supervision, authority to raise and spend money.

Remember that "Compliments of" or "A list of Our Patrons" in your newspaper, handbook, yearbook or other publication is really an apologetic boast that the publication has no advertising value. The use of such items shows the journalistic immaturity of the staff. Incidentally, there should be no advertising whatever in the handbook. It should be financed by the board of education and given to all new students.

The school trip program, just getting into high gear when halted by the war, is now rapidly gaining momentum again. Thousands of students are now taking shorter and longer trips, not only during the school year but also during the summer. We know of one senior class of 14 members which raised about \$3,000 and last summer took a 40-day trip to Mexico. And we will bet it was an educational jaunt, too.

And again this 1950 business, bigger than ever, or better than ever?

Strategy in Forming a Student Council

RACCOON Township, of Parke County, Indiana, had bonded itself to the limit to finance the construction of its new high school, and even then had had to stop short of installing electric fixtures and several items of equipment. The student body and faculty, therefore, at the opening of the first semester in the new building, took it upon themselves to provide the additional fittings necessary for completing the plant, and hoped to raise the money by whatever ladies-aid-society methods they deemed appropriate for the purpose.

Principal Pea—Pea was not his name, but it serves as a convenient substitute—recognized the need for a student council to represent the pupils in the project, but he hesitated to take the lead in the matter. He regarded it as poor strategy for the principal to try to initiate any school activity. In his opinion, any school activity, in order to function and prosper, must come from student demand. He regarded it as just as contemptible for the principal and faculty to foster extra-curricular activities for which pupils do not appreciate the need as it is for them to foster curricular activities which pupils eschew. But what was he to do? How could he stimulate pupils to initiate something they had never thought about? His opportunity came early, and he did not miff it.

Fred Botts and Guy McPherson, two wholesome eleventh-graders, called in Mr. Pea's office one morning in early October to suggest a stunt for raising money. Mr. Pea, looking as austere as a constipated owl, may have given the impression he was opposed to the boys' proposal, but that was not his attitude when he demanded, "Whose idea is this?"

"O, just ours. Fred and I were talking things over, and we recalled how successful a stunt similar to this worked out over at Goodwin's Corner, and so we sprang the idea on you."

"I am not opposed to the suggestion in any way, boys. In fact, I welcome suggestions. But right now I am more concerned with something besides specific ways for raising money—something more basic and fundamental. Wouldn't it be a good thing when you enter this office with suggestions to know that you are representing the student body as a whole? Did you fel-

J. R. SHANNON

*Associate Professor of Education
Sacramento State College
Sacramento, California*

lows ever think how fine it might be if we had some kind of a democratic organization through which the students could set their points of view before the faculty and have some voice in the administration of the school?"

"Do you mean various aspects of running the school, or just raising money to pay off our debt?"

"Both. For the time being, our big objective must be to retire the debt, but life will go on around here after that—and even before, for that matter—and high school pupils as idealistic and competent as those here in Bridgeton should be entrusted with a part of the responsibility for guiding that life."

"Say, that's a fine idea. What do you think, Fred?"

"Seems so to me, too. Let's get to work on it."

"How are you going to go about 'getting to work on it,' boys?"

"Gosh, I hadn't thought about that."

"Then how does this sound? Today is Wednesday; Friday at this same hour, I'd like to see a committee of about twenty key pupils, representative of the entire student body, come into this office with the suggestion that we form a student council. Let that committee include both boys and girls, upper classmen and lower, pupils from here in the town of Bridgeton and pupils from out in the township, children of wealth and children of poverty, ones whose dads favored building this new school and ones whose dads opposed it—all kinds of kids—whatever it takes to make an all-round and representative delegation."

"Agreed. Oh boy, let's get going."

"One point first. In buttonholing a prospective delegate, let it appear that the idea is wholly your own, and don't linger long with anybody who doesn't fall for the idea. I want an enthusiastic crowd of boosters here Friday."

Friday morning, Mr. Pea was quite surprised to see a whole score of pupils of all types and sizes enter his office as a group.

"Well, well! What is this? What's on your minds?"

Guy again led off. "We have been talking it over among ourselves, Mr. Pea, and we think we pupils should have some voice in the way things are run around here."

"Don't you like the way things are being run?"

"That is not the point, Mr. Pea. A fumbling democracy is better than a benevolent despotism. The occasion of our coming to see you is that we are expected to work and help pay the debt for furnishing the school, and we think we ought to have something to say about how it is done. But in any circumstances, if democracy is a good idea, let's let it 'demock.' "

"You may have something there, Guy. Do any of you other students have anything to say?" A few did.

"Next Wednesday is the day for our regular school assembly. Between now and then, you twenty talk this over with other pupils in the school, and on Wednesday I'll present the matter to the school as a whole. Will that be OK?"

"Good enough, Mr. Pea."

"Then start the yeast working, and I'll see you all Wednesday."

When assembly convened the following week, Mr. Pea opened it with a statement that on the preceding Friday a committee of students had approached him with the suggestion that they form a student council. He then asked whether anybody had anything to say on the subject.

Once more, Guy took the lead and made a short but well-worded argument for forming the council. That his comments were well received was attested by the vigorous and apparently spontaneous applause by his classmates.

"Is there any opposition to the proposal?"

Fred, thereupon, took the floor and delivered what seemed to be a prepared speech, but prepared to boost the proposition, although presuming to oppose it. His arguments were asinine and his manner of delivery purposely ludicrous. His fellow students enjoyed his burlesque and gave him a big hand, mixed with considerable laughter.

"Are there any other comments?" There were none. "Then we'll vote on it. All students who favor our forming a student council, please stand."

Everybody in the room arose, including Fred. Many turned his way to smile, but

Fred was glowing with exultation instead of with embarrassment. Guy clasped his own two hands together and shook them vigorously so Fred could see. Fred smiled back at Guy, and some of the students looked curiously at the two of them, wondering what it all meant.

"Please be seated. The vote seemed to be unanimous. Will those who are opposed please stand?" There were none. "Then it is so ordered. Bridgeton High School henceforth will have a student council. I am in full sympathy with its formation and hope to see it flourish, not only consummating its immediate objective of retiring our mutual financial obligation, but also serving the school and community in numerous other ways. Not the least of the values of this organization should be the further generation of the spirit and skills of democracy and the attitude of self-responsibility in each of us."

The details of organization of the student council at Bridgeton are beside the point here. The first president was Robert Hartman, a high-school senior and a member of perhaps the most numerous and respected clan in Raccoon Township. During its first year, the newly formed council engineered a campaign which retired seventy per cent of the debt. But paying off the school debt was not the main purpose of the student council; it was only the occasion for its formation.

East Junior High School, Binghamton, New York, formulated this exemplary code of behavior, which publicized the spirit of the school:

I will never knowingly, by word or deed, injure anyone's person, feelings, or property, in any way whatsoever.

I will always respect the religious beliefs of others as I will respect my own.

I will show courtesy to other people at all times, particularly to my elders, who earned my respect.

I will abide by the laws and regulations of my school and community.

I will be honest with myself and others, and I will practice cleanliness of mind and body at all times.

I will remember that as an individual doing right I am more important than a whole group doing wrong.

"The time is now. The object is world government. The responsibility is that of the United States.—Robert M. Hutchins

Ad Nauseum

THERE has been no advertising allowed in our school newspaper, year-book, music, dramatic, or other printed program since 1927, by ruling of the school board. Curiously enough, sports (which seems to be a sacred cow in our fair high school) has had programs with ads. Worse, these programs have been sold for cash! Ssh! I shouldn't have mentioned sports, for my principal may read this.

As you may have guessed, I am the adviser of the school newspaper—unless this is published—and have had a chance to become familiar with the ramifications of such a ruling and the headaches which sometimes result.

To set the record straight at once, I like the ruling. It saves the staff and me a lot of headaches in the form of soliciting accounts, collecting, bookkeeping, etc. Since we have no access to this source of revenue, we have been provided with a percentage of the income from an activity ticket sales program. After we have done our stint to help promote the sales of these tickets, we loll in the comparative ease of an assured income, with no further responsibilities than to spend wisely, frugally, and with an accurate accounting. We never have as much money as we should like to have, but the system has yet to be devised that would give us that!

It seems to me that our local merchants appreciate not being held up for space in our sheet or in the annual. Let's face it; money spent on advertising in school publications deserves to be listed among income tax deductions for charity—even if a kindly adviser does try to run a few jokes in among the ads to insure that the reader's eye vaguely surveys the page. What this ad business can mean was brought home to me rather forcibly the other week when a local printer showed us a make-up of ads which he said he ran each week in each of three school papers he happened to print. He made no changes; merely built the page of each paper around the same set-up. For this "service" these merchants paid separate tribute to three different publications.

Oddly, though, once you have retired from the field of soliciting ads, those who once shuddered when you entered their emporiums begin to make cooing sounds and friendly advances. Like the fellow

JOSEPH G. PLANK

*Adviser, The Red and Black,
Senior High School
Reading, Penna.*

who pursues the shy maiden and finally stops because she flees, the school newspaper which gives up the use of ads may suddenly find the roles of pursuer and pursuee reversed. At least, that has been our experience. Each year, we receive letters and phone calls, to say nothing of personal requests, to work in a plug for Joe Doakes' store in that story of the contest they are holding to secure a teen-age disc jockey who will work for the thrill of being able to say he is on the air and two per cent discount on all the records he buys from the store.

What to do about this must always remain a local problem I suspect, depending largely upon how strict a constructionist the adviser is, on one hand and how closely the principal and school board peruse the paper, on the other.

At one time, with a vigilant administrator who had definite ideas on the ruling, we were like Caesar's wife—above suspicion. One had less chance of reading the name of any local entrepreneur in our columns than one has of hearing the letters CBS mentioned on a program of the National Broadcasting Company. Lately, we are slipping from grace, and some names that were inextricably tied up with what our students were doing have occasionally insinuated themselves into stories. Perhaps it is because we like to live dangerously, but we like to think that it is a sense of appreciation of some of the nice things that our local business men have done for our school and its youngsters. Since we don't have ads, this mention is worth much more, in our opinion.

Aside from the fewer headaches we mentioned, in not having to campaign for ads and handle accounts, we like the freedom we now have in making up our pages. Naturally, we need to keep on our toes to fill the spaces which would otherwise be automatically taken care of, but I feel that it is a blessing, for it helps to keep more youngsters busier in the real work of a school newspaper—filling the publication with news and items of interest to the students.

Planning the Science Trip

SCHOOL trips, for all practical purposes, may be classified as an audio-visual aid. Educational research has provided evidence with respect to the positive value of such audio-visual aids in contributing to the development of scientific attitudes, scientific principles, and the scientific method. Consequently, their use is becoming more prevalent in American schools.

Among the many justifications for the school trip are the following:

1. The human being exhibits a seemingly inborn curiosity, which is overtly expressed in the desire to explore new situations. The satisfaction of such a drive may be one reason for an organized excursion.

2. The classroom situation has often been condemned for its failure to reflect society. Trips to places which have an important function in society may be a definite step forward in meeting this problem.

3. "The school journey is the most real and concrete of visual techniques and is the most accessible and often the least expensive."¹

4. The use of the trip provides opportunity for pupil participation and planning. The opportunity for such activity tends to create a greater interest in the educational experience.

Finally, the school trip may be described as the process of "getting-out" and watching in action what has been encountered previously only in print. While classroom activities are necessary, the trip provides for a more balanced and richer experience.

Planning the Trip

In order to yield maximal value, the school-sponsored trip must be carefully studied and thoroughly planned. Its educational value tends to diminish when it is a spur-of-the-moment affair.

In many school systems, surveys have been made of the local business houses, manufacturing concerns, and public utilities to determine their facilities for accommodating school tours. When such data is available, it lessens greatly the preparation which must be made by the

REED N. SCHAEFER

*Iowa State Teachers College
Cedar Falls, Iowa*

and

GEORGE G. MALLINSON

*Western Michigan College of Education
Kalamazoo, Michigan*

teacher. It should be emphasized, however, that although the preliminary work of contacting organizations is eased by the availability of such data, the task of pupil-teacher planning in the classroom will not be affected. A cordial relationship should be maintained with the proprietors and executives of the establishments to be visited. Without such a relationship, the whole program may be jeopardized.

According to McKown and Roberts,¹ there are three methods for planning a school trip:

1. Teacher planned and executed.
2. Pupil planned and executed.
3. Jointly planned by pupils and teachers.

Plan number 3 is generally the most effective. It stimulates greater pupil interest in the excursion and will help provide the necessary motivation. Further, it allows for skilled direction of the activities.

The participation of the students may be used in selecting the establishment to be visited, in determining the specific sections of the establishment to be observed, in contacting the representatives of the establishment for permission to visit, and in preparing the class for the trip.

The preparation for the trip may involve the use of questions, reports, slides, pictures, films, current news, and other pertinent contributory materials.

Adequate measures for supervising the safety of the students are of utmost importance. Permission for making the trip must be obtained from the proper school authorities. Further, for the teacher's own protection, permission to take the trip should be obtained in writing from the parents of every student. This is required in some schools.

Just as it is difficult to secure films at the precise time they are desired, so it may

¹Hoban, C. F., Hoban, C. F., Jr. and Zisman, S. B., *Visualizing the Curriculum*. New York: The Cordon Co., 1937. p. 30.

¹McKown, H. C. and Roberts, A. B., *Audio-Visual Aids to Instruction*. New York: McGraw Hill Book Co., Inc., 1940. p. 189.

be difficult to correlate the class activities with the trip. This is especially true when the trip may have to be scheduled a long time in advance. Insofar as possible, however, the class activities should be so organized that the excursion is made at the time when its contribution is most propitious to the work at hand.

The teacher should visit the establishment prior to the class trip. At this time, the sections to be observed, the order in which the sections are to be visited, and the most convenient time for visiting may be determined. If possible, arrangements should be made to obtain the services of skilled guides to point out the highlights to be seen.

Great care should be taken in arranging for the transportation of the group. Private automobiles should not be used unless absolutely necessary, but if their use is necessary, only adults should be allowed to drive. School buses or public conveyances are to be preferred, for the group is usually easier to handle, and in case of accident the liability of the school, and of the teacher, is reduced.

If the visiting classes are large, it is best to divide them into smaller groups and to appoint a leader for each group. The main duty of the leader is to keep the group together on the way to, at, and on the way back from the objective.

It must be pointed out that one of the common faults of school trips is the attempt to see too much. This may lead to confusion rather than to the development of an effective understanding of the processes observed.

Suggested Science Trips

The community in which the school is located will largely determine the type of trips which may be taken. Modern transportation facilities, however, have enlarged the area for making trips. It is not uncommon to spend an entire day, and in some cases, when necessary arrangements can be made, stay overnight, to complete a successful excursion. Overnight trips however, require additional chaperonage and for plans for safety and housing, and should be avoided whenever possible.

If the school does not have a survey of possible excursions in the vicinity, the teacher would find it to his advantage, and to those who succeed him, to make one. For each possible trip in the survey the following information should be obtained:

1. Activities being carried on or phenomena to be viewed.
2. Person, or persons, from whom to get permission for tour.
3. Person, or persons, guiding tour.
4. Time most convenient for making trip.
5. Time required.

6. Availability of public transportation. Such surveys have proven invaluable for deciding the locale and contributions of the excursion. If each teacher using the survey information were to add further data gained from experience, it would become an invaluable guide for future teachers and later trips.

The following places and activities suggested will naturally depend upon their availability in the community. However, the list should offer a nucleus for a number of trips to supplement classroom instruction in science.

1. Waterworks, and water supply systems
2. Power plants, both hydroelectric and steam
3. Gas and coke plants
4. Sewage disposal plants
5. School heating and ventilating plants
6. Industrial and manufacturing concerns
7. Chemical laboratories and plants
8. Meat packing plants
9. Radio stations (studios and transmitters)
10. Airports
11. Telephone and telegraph exchanges and installations
12. Hikes for the study of plants and animals
13. Hikes for the study of rocks and minerals
14. Night trips for observing heavenly bodies
15. Natural phenomena such as caves, ponds, streams, fields and forests
16. Museums
17. Gardens, commercial and private
18. National and state forests and parks
19. Greenhouses
20. Coal mines and oil wells
21. Large bodies of water such as inland lakes and oceans
22. Railroad stations, terminals, and repair shops

It is obvious that this list may be supplemented. Although the scope and frequency of trips are limited to a great degree by the local environment, the in-

genuity of the teacher, more often than not, is the determining factor in their success.

Post-Excursion Evaluation and Discussion

Once the trip has been made, the use of this teaching device is far from over. In order to obtain the maximal benefit from the experience, an evaluation should be made by both teachers and pupils.

There are several ways in which this may be accomplished. A class discussion is, perhaps, one of the more common methods. It is natural for the students to ask questions concerning what they have seen. In a class discussion of these questions many points overlooked by some of the students will be brought to the attention of the class.

A short examination may be given to determine the extent to which the trip has contributed to learning. This is a somewhat dubious procedure since students may interpret the objective of the trip as the ability to pass the test. Also, it may detract from the intrinsic interest inherent in the journey.

Another method used for evaluating the school trip is to have the students prepare a report. This method is somewhat superior to the examination since students may be interested in different aspects of the trip, and the reports will then allow expression for different views and opinions. Certain main points should, of course, be noted by all students.

Above all, the teacher should make an evaluation of the trip to determine whether or not it was justified. This evaluation should be incorporated with the survey data for use by other teachers and for other excursions. The evaluation should include the following:

1. Did the trip stimulate the interest and curiosity of the students?
2. Did the trip fulfill the needs and objectives for which it was made?
3. Could improvements have been made in the planning and functioning of the trip to increase its educational value? If so, what improvements?
4. Could some teaching device other than the trip be used which would have made a greater contribution to the desired learning? If so, what may better be used?

In summary, it may be said that the four steps of defining the purpose for the school trip, planning the preliminary details, selecting the location, and evaluating the results are equally important.

Skiing as a Hobby

ARTHUR W. EARL

*Butler High School,
Butler, New Jersey*

SKIING heads the list as the fastest growing winter sport in the country.

The main reason for this is because it is a healthful participating sport, engaged in by the young and old, the rich and poor. Skiing conditions are good for quite a period of time in thirty out of forty-eight states, and the sport can be enjoyed in many other states at occasional intervals. Some of the most fun of all is had by novices on gentle terrain, such as your own local golf course, with only an inch or two of packed snow and a little powdered snow on top.

The beginner does not need an elaborate or an excess amount of equipment to enjoy himself to the fullest. To compete with the best skiers, all that is needed is a pair of skis with metal edges, harness, a pair of ski boots, and ski poles. The above equipment may be purchased from army surplus war materials for approximately twenty-five dollars, and it will compare with the best outfits valued at two or three times as much. To insure the best advantage in skiing, it is necessary that the equipment fits properly, so be careful in selection. The boots must fit snugly, or in the act of manipulation your feet will go in one direction and the skis the other. The skis must be of the proper length, or you will have difficulty in maneuvering them, and the poles likewise must be of the proper length to get the best advantage in propelling yourself, and for balance.

The various techniques of skiing can be mastered by young and old alike in a very short time. Little tots less than five years old slide down the fluffy white slopes along with elderly people. In one or two seasons, most people become proficient enough to slide gracefully down the big slopes. There are many excellent articles and pictures in magazines depicting the exact techniques and form essential to good skiing, and from these perfect illustrations a beginner can soon have real fun with technical mastery of the sport.

A few people feel there is an additional amount of danger to this type of sport, but their fears are unfounded. Of course

the experts glide over the snow at exceptionally high speeds, but the novice only allows himself to go as fast as he is capable, and maintains control at all times. Control at all times is a sign of a good skier, and it is also an essential of good form.

A voluntary organization of skiers known as the National Ski Patrol System has been a major factor in the safety program for winter sportland. Originally conceived as a first-aid group, they now impart trail information to skiers, offer trail

protection, spot-locate first-aid equipment, mark trails, and patrol the country side. By disseminating educational material on winter sports, they are now making the public more conscious of its vast winter sport resources.

Let skiing become your hobby. It is fun for young and old. You can master it in a short time and then very easily teach it to others. It offers the beauty of vast expanses of landscape shimmering under snowy white crystals, the healthy vigor of the clear brisk air, and the thrill of skiing, that only a skier can understand.

We Start an ECA Log

THERE have been many times at our school when it would have been helpful to have some recorded history of the extra-curricular activities. Even in the departments where the personnel has remained unchanged for many years, there is often the question, "What did we do last year?" or "Didn't we give that play here several years ago?" Usually such questions are followed by the conclusion that there ought to be a record kept. Still nothing was done until last year.

Our call to action was given by the students. The Community Problems class was studying *The School*. One boy who was especially interested in dramatics suggested that it would be helpful to make a study to see what plays have been given here. From this beginning we decided to make such a study and to devise some system for recording information on other activities as well as dramatics.

The sponsors of the various activities received the news of our intentions with enthusiasm. Teachers and students went to every known source for old programs, schedules, etc. However, little could be done about the past.

To help in our plans for the future, each activity sponsor was asked to answer fully the question: What information would you like to have recorded about your activity? The response was good, but the end of school arrived too soon and the undertaking could not be finished by the class. It was set up during the summer months.

The nature of the responses from teachers suggested a series of questions to be

WILLIAM E. STOKES

*Principal, Alma High School,
Alma, Arkansas*

answered. Since several proposed keeping a printed program of each event as a part of the permanent record, a folder system seemed to be in order.

A set of eight folders is our beginning. These folders are for the following activities and are described in detail below: Speech and Dramatics, Athletics, Graduation and Awards, Student Council, Assemblies, Clubs, Music, and Classes.

Each sponsor was given a folder during the summer and was asked to answer the questions listed on the cover as well as he, or she, could for last year. These answers—in some cases from several teachers—were made into one report. This year each sponsor has been given a folder and will make entries as events occur. At the end of each year, all entries will be made into one record for each particular activity.

We are using regular eleven-inch manila folders. There is one folder for each activity for each year. The number of folders and the time covered by each may vary to suit any situation. Below is shown the set of questions as they appear on the Speech and Dramatics folder. Others are similar in style. Outlines may be varied to take care of the needs of the local situation.

SPEECH AND DRAMATICS 1949-50

Material included by section number

Sec. I Director and members and officers of club, if any

Sec. II Plays and programs presented,

indicating

- a. when and where presented
- b. director and sponsoring group
- c. cast and crew members
- d. type of play and how received
- e. financial summary

Sec. III Recitals presented, indicating

- a. when and where presented
- b. director and sponsoring group
- c. who took part
- d. numbers used
- e. financial summary

Sec. IV Tournaments, festivals, etc. participated in, indicating

- a. sponsor, when and where held
- b. who took part
- c. numbers used

d. honors or recognitions received

e. evaluation

Sec. V Numbers for special occasions, indicating

- a. the occasion, when and where
- b. who took part
- c. numbers used
- d. director

Sec. VI Suggestions for future

This is a first effort on our part to keep a written history of our extra curricular activities. It may not be the best system. It is the best system we know. It is our hope that this article will stimulate interest on the part of others, and that out of this interest there will come a better system.

Getting the Most from a Dance Orchestra

ANYONE will agree that a large factor in the success of a dancing party is the orchestra selected to play for the dance; that is why an organization will choose with care and often incur considerable expense to get the best. But after the orchestra has been hired, it is often forgotten until time for the dance to start. Information the orchestra leader needs is not given to him, and the result is that throughout the evening those in charge feel that the orchestra is thwarting them rather than cooperating in making the dance the success its planners dreamed it might be.

Most musicians are willing to co-operate and capable of co-operating with the individual or group hiring them. Usually when a school organization plans a dance, its officers in charge, including the advisors, are relatively inexperienced in putting on a dance and are not aware of points which are essential to the orchestra.

This article proposes a check-list, with comments of explanation, of information essential to the orchestra leader if he is to be properly prepared to render full cooperation. The checklist has been used with considerable success at the Avenal High School for the past six years, and was most effective when given to the leader several days in advance of the dance.

CHECKLIST OF INFORMATION FOR ORCHESTRA LEADER

1. *Date of dance:*

ROBERT R. HALLEY

Student Council Sponsor,

Avenal High School,

Avenal, Calif.

Day of week:

Starting time:

Ending time:

2. *Price agreed upon:*

Number of musicians agreed upon:...

The value of agreement upon the above is probably obvious, except for the number of musicians agreed upon: Occasionally a leader cannot bring all his musicians. Some leaders are opportunists: they think, "The organization set aside so much money for an orchestra. I am short one player, but they will never notice it, and so I'll say nothing and keep the difference." Be advised that you are not getting what you agreed to pay for, an adjustment in price is due you, and you should not be afraid to ask for it.

3. *Where is the dance to be held?*

Be specific; example: East High School, Girls' Gym, Seventh and Flower Streets, Oakville. If hiring a traveling orchestra, specify the State. The writer knows of one orchestra hired to play in Springfield. Part of the orchestra went to Missouri, the rest to Illinois.

4. *At what time will the hall be opened?*...

An orchestra requires at least one-half hour to "set up". If you want the orchestra to start on time, make sure it is

given the opportunity to be ready.

5. *Name of organization giving the dance:*

6. *Name and title of person to whom leader is responsible:*

(a) The orchestra leader gets orders from many people during the evening. He likes to know to whom to listen, and whom to disregard.

(b) Occasionally the leader wants some essential information, or has a valuable suggestion to make; he must know who is in charge.

(c) The person in charge should introduce himself to the leader about fifteen minutes before the dance starts, and give him this checklist if it has not been mailed to him previously.

7. *Has a piano been arranged for?*

(a) This may seem unnecessary to include in the check-list, but pianos, on occasion, have not been provided for orchestras. This delays the start of the dance while one is obtained.

(b) Have the piano placed within a few feet of where you want the orchestra. The musicians invariably set up by the piano, regardless of where it is.

(c) Know your hall, acoustically. Have the piano placed where the orchestra will sound best.

(d) An orchestra cannot do its best when the piano needs tuning. If you have control of such matters, make sure the piano is in tune. Pianos tuned once a year are not bad. Musicians fear the pianos which are neglected for several years. (The large radio stations have their pianos tuned daily.)

8. *Do you want the orchestra on risers?* ..

If you plan risers, make them large enough to accommodate the musicians who will be on them. Each musician needs a minimum area of three feet in width, six feet in depth. Anything less cramps the orchestra until it cannot function efficiently.

9. *Is this a program dance?*

Has leader been given the program? ...

If the dance is to be a program dance, a few days in advance give the leader a program which shows the number of dances. He then can mark on his program the hour and minute each dance should start so that all dances will be the same length and none omitted.

Have provisions been made to keep dancers informed as to which dance is next?

This can be done in two ways: (1) If a microphone is in use, the leader can announce the number of each dance. (2) A stand and large numbers can be provided, with one musician assigned to post the proper numbers on this stand.

10. *Have lights been provided for the orchestra?*

If the general lighting of the hall is bright at the dance, which in general is not good for creating atmosphere, then the musicians will not need additional lights.

Some orchestras carry their own lights and extension cords. Find out about this. If they do, place the orchestra within a reasonable distance of an electric outlet.

If the orchestra does not have its own lights, plan on one floor lamp for each three musicians in the orchestra.

If you have hired a "jam band," which uses no music, it won't need lights.

11. *If you have a theme for your party, what is it?*

(a) An orchestra's library usually contains between three to ten times as many selections as can be played in one evening. By knowing the theme of the dance the leader can select tunes which tie in with the theme.

(b) If the orchestra knows the theme ahead of time, the musicians will know what to wear in order to fit into the picture created by decorations. For example, musicians often wear dinner jackets for an orchestra uniform, which would certainly be out of place at a barn dance. If they knew ahead of time the musicians would be most happy to dress in levis and plaid shirts.

12. *Are there any special tunes you would like the orchestra to play?*

If so, please list:

(a) The orchestra is glad to play anything requested; they just need to know about the request.

(b) If the orchestra does not know the requested number, but has a little time to get the music, it will often do so.

13. *How do you prefer the musicians to dress?*

(a) As suggested under item 11 b above, musicians do their best to dress according to the occasion. An orchestra usually has some sort of uniform: evening dress, or business suits; per-

haps both.

(b) If you have an unusual theme as far as costuming is concerned, the musicians will not be averse to wearing costumes you provide for them.

(c) If the weather is apt to be warm and the musicians are asked to wear business suits, it is considerate to suggest they all wear white shirts and belt (no suspenders), so they may all play in shirt sleeves, providing this is acceptable to you.

If you object to the fact that some members are playing in shirt sleeves while others are not, do not be reticent about mentioning the matter to the leader, who should then insist on all his men wearing their coats.

14. *Do you have entertainers who will expect the orchestra to accompany them?*

(a) The orchestra will be happy to accompany any entertainer, provided it is capable of doing so, and most orchestras are capable.

(b) Have the entertainer see the orchestra leader before the dance begins. The leader needs to know what music the entertainer wants played, the tempo desired, and the key in which the music is to be played. Also, leader and entertainer must be agreed on the musical introduction for the act.

(c) If the leader knows a week in advance what music will be required, he has an opportunity to get the music if it is not already in the orchestra library.

(d) It is not fair to expect the leader to call a special rehearsal of the orchestra for such accompaniments unless you are willing to pay for the rehearsal. Any entertainer who wants a complicated accompaniment should expect to provide the musical arrangement for the orchestra.

(e) If the orchestra is to take part in the entertainment program, be sure to give the leader a copy of the program so he will know when the orchestra is to be ready to play.

15. *Are you planning any break in the dancing for such activities as entertainment, refreshments, or presentations? If so, at approximately what time during the evening?*

A musician gets just as tired of sitting in one chair for an hour as does a stu-

dent in the classroom; musicians need a rest and a stretch each hour. But the gay spirit of a dance is often killed by an orchestra intermission. This fact is appreciated by musicians who are doing their best to build mood and atmosphere. Musicians are amenable to taking their intermissions at a time when something else will be entertaining the dancers. Smart planners will determine the orchestra's policy in regard to intermissions (often determined by the Musicians' Union) and plan something to occupy the dancers during these intermissions.

16. *Do you plan on having a public address (p. a.) system at the dance?*

(a.) Some orchestras carry their own p. a. system. More do not. If you want one and look to the orchestra to provide it, check this matter in advance. You may expect to pay extra for this additional service.

(b) If you've hired an orchestra which provides vocalists, be sure there is a p. a. system on hand, or you will be paying for entertainment you won't get.

(c) If you provide the p.a. system, be sure someone is delegated the responsibility of having it in place and "On" by the time the dance is scheduled to start. The orchestra leader has neither the time nor inclination to experiment with a strange system, trying to get it into operation.

(d) Almost any orchestra can get along pretty well without a p. a. system, but will use one to your advantage.

17. *Will you want the orchestra leader to make the announcements?*

If not, it is a good precaution to tell the leader which person is authorized to make them. At almost every dance there is at least one extrovert who likes to shout into the microphone. The party is a little nicer if such unauthorized distractions do not occur.

18. *When will the orchestra be paid? How?*

(a) It is customary to pay the orchestra at the end of the dance, although the leader will not refuse payment earlier. Good business methods require that payment be made by check, and not out of the cash taken in

(Please turn to page 168)

A Lincoln Assembly

ONE of the outstanding parts of one of our assembly programs was "The Life of Abraham Lincoln" in silhouettes. A large white bed sheet was tacked to a wooden frame and held up-right between the stage curtains. One boy read an explanation, another was at the spotlight behind the screen, one helped to fix the scenes. The auditorium was dark for the whole scene—the reader used a flashlight to read between silhouettes. The properties were simple: cotton for a beard, book, shovel, long pole, chairs, ax. The characters were: Reader, boy Lincoln, man Lincoln, Lincoln's mother, woman, Douglas, Lincoln's wife, sons Robert and Tad. The following is the entire script, which is original:

(READER—Before SCENE I)

"The life of Abraham Lincoln has a unique appeal for the American people. His career exemplifies perfectly the ideal of unlimited American opportunity. Born in circumstances of poverty and hardship and endowed with few natural graces Lincoln rose from the log cabin to the White House as a result of his own merit and achievements.

Abraham Lincoln, the 16th president of the United States, was born in Kentucky on February 12, 1809. All his schooling combined would probably not have made up more than one year. As he grew up he had access to a few books, which he read and reread—some of which were the Bible, Shakespeare, and Aesop's Fables. He used to lie on the floor before the fire and by the light of a burning knot of wood, read, and work problems on a shovel. His mother was his companion."

SCENE I (Lincoln and mother)

READ POEM while silhouette is shown.

PINEY WOODS KINSHIP

Piney Woods Pap says when Lincoln was a lad,

A light-ud knot was all the lamp he had
To study old books that the neighbors lent
This readin'-hungry boy on learnin' bent.
Stretched by the pine fire, he'd work his sums,

With no forewarnin' of the roll of drums.
He studied and he read on the cabin floor—

And never was a free man any more!

Evantha Caldwell

HELEN S. CALES

Guidance Counselor,
Freeport High School,
Freeport, Penna.

(READER—Before SCENE II)

"The boy Lincoln grew to be 6 feet 4 inches in height—marvelous tales are told of his strength, his skill at jesting, and story-telling. When he was of age his father took the family to Illinois, where Abraham helped to clear the land and split rails."

(SCENE II LINCOLN SPLITTING RAILS)

Read while scene II is shown.

"Lincoln split rails to get money to buy trousers and because he was so tall, had to split a great many to get enough money to buy enough cloth to cover his long legs."

(READER—Before SCENE III)

"In 1831 he took a flat boat to New Orleans—several of these trips enabled him to see the true nature of slavery."

(SCENE III LINCOLN WITH POLE)

Read while scene III is shown.

"Lincoln poling a flat boat on the Mississippi River."

(READER—Before SCENE IV)

"One of Lincoln's ventures while young was that of a partner in a grocery store. Here he probably earned his nick name "Honest Abe" because it is said that he walked 6 miles to return a few cents he had overcharged a woman who had bought some goods in the store."

(SCENE IV LINCOLN HANDING MONEY TO WOMAN)

Read while scene IV is shown.

"Lincoln was wholly honest—he conquered by the power of truth."

(READER—Before SCENE V)

"Lincoln was a soldier in the Black Hawk War, a postmaster, a surveyor, a country lawyer, a member of the state legislature, and a member of Congress. It was at the State Convention at Bloomington in 1856 that the Republican party in Illinois was formed, and there Lincoln made what many deem the greatest of all his speeches. He received the Republican nomination and in his accepting he delivered the carefully thought-out speech which contained the famous statement that a house divided against itself cannot

stand."

(SCENE V DOUGLAS AND LINCOLN
Read while scene V is shown.)

"Douglas and Lincoln had a series of debates in 1858 when they were candidates for the United States senate from Illinois."

(READER—Before SCENE VI)

"Lincoln was elected president of the United States in 1860. He was president during the trying days of the Civil War. On January 1, 1863 Lincoln issued the Emancipation Proclamation which freed the slaves and abolished slavery.

(SCENE VI LINCOLN READING
EMANCIPATION PROCLAMATION)

Read while scene VI is shown.

"Lincoln said later of this—As affairs have turned, it is the central act of my administration and the great event of the 19th century."

(READER—Before SCENE VII)

"Lincoln with his wife Mary Todd Lincoln and two sons Robert Todd and Tad while he was president.

(SCENE VII LINCOLN'S FAMILY)

(READER—Before SCENE VIII)

"On November 19, 1863 Lincoln made his immortal speech on the dedication of the National Cemetery at Gettysburg.

(SCENE VIII LINCOLN'S GETTYSBURG ADDRESS)

Read whole speech.

Gettysburg Address—"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in larger sense we cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here have consecrated it far beyond our power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here.

It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be

here dedicated to the great task remaining before us; that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people shall not perish from the earth."

(READER—Before SCENE IX)

On November 8, 1864 Lincoln was re-elected and he was busy with plans for reconstruction. From his Second Inaugural Address we quote the famous lines "with malice toward none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in". But on April 14, 1865 before he could do anything toward utilizing his wisdom in his reorganization, he was shot while in his box at Ford's Theater, by John Wilkes Booth, an actor.

(SCENE IX LINCOLN DYING)

Read while scene IX is shown. First verse of O Captain! My Captain!

O' Captain! My Captain! Our fearful trip is done

The ship has weathered every rock, the prize we sought is won,

The port is near, the bells I hear, the people all exulting

While follow eyes the steady keel, the vessel grim and daring

But oh heart, heart, heart,

O the bleeding drops of red

Where on the deck my Captain lies fallen cold and dead.

This program and script served our purpose well. However, adaptations are always in order. The use of silhouettes in itself is an effective device, and the story of Lincoln's life is particularly suitable for this method of presentation.

Spiritual force, history clearly teaches, has been the greatest power in the development of men and history. Yet we have merely been playing with it and never seriously studied it, as we have the social forces. Some day people will learn that material things do not bring happiness and are of little use in making men and women creative and forceful. . . . When this day comes, the world will advance more in one generation than it has in the past four generations.—CHARLES STEINMETZ.

Annual Father-and-Son Stag

"Son" Shine

"SON" at the annual Father-and-Son banquet "shines" on a festive occasion. If the food is good and the entertainment is laugh-provoking, the father and the son have not only an evening of fun, but their feelings for each other will be "warmed" by the getting together. Probably new ties will develop between each—important stimuli, aroused. Here are a few ideas to serve as guideposts in "the sky's the limit" in this evening at school.

Daylight

As the real sun rises, daylight comes. Likewise, plans precede the actual stag party. SOL ascends through committee arrangements.

Mr. Chairman of the Father-and-Son Stag committee calls a meeting of the representatives from each homeroom group in the school. Each member of this executive board becomes a head of a subcommittee: publicity, invitation, decoration, entertainment, food, ticket, host, and clean-up committees. At the steering committee's first meeting, the chairman manages "son"-rise by offering suggestions to start thinking, quick and intelligent planning. A theme is chosen around which the work of each subcommittee centers its activities leading up to the actual banquet day.

12:00 O'clock Noon

Athletics might serve as the theme. Then, the decoration committee would want to choose appropriate motifs in keeping with this idea for decoration of the gymnasium and of the dining room. The centerpiece for the head table can properly be a statuette of an athlete, and place cards show appropriate athletic and sport scenes.

The food committee, in talking over the menu and plans for serving, will probably decide upon a buffet supper for after the entertainment. Food and more food should be the slogan!

Sandwiches: hot dog, chicken, tuna, egg salad, cheese, sliced ham, and a variety of cold meats

Relishes: pickles and olives, sliced tomatoes, lettuce, etc.

Breads and spreads: a variety of breads—whole wheat, rye, and white—and buns, together with butter, mustard,

DOROTHY LEGGETT

*Teacher, Clayton Public Schools,
Clayton, Mo.*

and mayonnaise

Drinks: coffee and tea, chocolate and white milk, a fruit punch, and several kinds of soft drinks

Dessert: apple pie and cheese, cherry pie, angel food cake, cookies, chocolate sundaes, and other choices

The entertainment committee will set up a program that appeals to the dads; dads are the honored guests. In keeping with the athletic theme, the program might be similar to this one.

Toast—a sincere welcome speech by a student and a reply by a father, who has been previously asked to speak

Boys' quartet, singing of light comical songs

Instrumental solo—piano, accordion, harmonica, horn

Basketball game: faculty men vs. school team

Buffet supper: much fun at the table—silly telegrams, boobing some of the dads; clever fathers bringing laughs
Community singing—songs with which the dads are familiar

The invitation committee will get out an arousing invitation, one which reflects the fun that is anticipated at the banquet—informal, just telling the dads to come down to school Friday night to eat, drink, and be merry with their sons.

The publicity committee will play the banquet up—give a pep talk in each homeroom, put up a lot of signs that will appeal to the students' sense of humor, talk about the food—"just out of this world"—that will be served, and use the school bulletin to bring the information to each boy.

The ticket committee will put on a high-pressure sales campaign that brings one hundred percent attendance. Everyone should be urged to make his reservations early so that there will be plenty of time for planning. Tickets should go on sale at least a week in advance of the banquet, so that the cafeteria manager will know the quantity of food to order.

The host committee will prove extremely important. These boys need to see that

dads get acquainted with one another. Have them get the fellows to stick to their own dads, but get them to introduce their fathers to their friends' fathers and to faculty members. This committee helps all the fellows to make their dads feel welcome.

The cleanup committee needs to feel responsibility for doing a perfect job of cleaning up the banquet room and the gymnasium. Give this committee a lot of build up and a lot of thanks, too.

Length of Day

There are several "lengths of day" as far as entertainment at the Father-and-Son Stag are concerned. Besides the athletic theme, other favorites can be found among the following ones.

Theater party

Choose a play or a movie that would appeal to the fathers. For the group, secure a whole area of seats, making the reservations ahead of time. The banquet entertainment, in this instance, would be at a minimum: a welcome speech by the student chairman and some community singing.

Tournament

Fathers and sons can pair off as entries in a tournament: golfing, swimming, tennis, badminton, etc. Awards add to the success of the contest.

Costume occasion

Each father might dress as a "son-for-a night." The costume serves to put everyone in a party spirit. If this becomes the chosen idea, each father might be given an all-day sucker, a bib, etc.

Sports day

A father-and-son winter sports day serves when only a small group exists.

Picnic, wiener roast, or steak fry

Any one of these plans is always in order for this kind of get-together. Some games that could be played are horse shoes, sack races, etc. A dishpan quartet and other types of humorous numbers are appropriate.

Here are a few stunts that can serve as a list from which to choose special numbers.

- Community singing
- Tumbling act
- Instrumental solo
- Baby picture contest
- Spelling match
- Wrestling exhibition
- Barber shop quartet
- Magician

"Son" Setting

Ideas and practices about a Father-and-Son Stage can vary to suit the particular situation at a particular school. But whatever kind of "son" shine is put on for the fathers, the sons should make it one of the "fair weather" days of the year. The "son" shine warms the feeling between individual fathers and sons, the spirit in the school, and the morale in the community. FATHERS are proud of their SONS, both individually and as a group, so let this one day be described as "What is so rare as a day in June?"

The Twilight Hour

Remember that in putting on this annual Father-and-Son Stag, the standard should be not easily excelled. But, for the sake of next year's class, there needs to be a few memos left on record. Specific notes can be filed about these recommendations. **PLANNING:** Choose a theme. Plan well and execute successfully the decisions offered in committee meetings. Choose responsible boys to serve.

SPIRIT: Keep the spirit of the stag light and gay so that everyone will feel that the event was worth attending.

HOSPITALITY: Put forth every effort to show the dads an evening of fun and appreciation.

INVITATIONS AND PUBLICITY: Design invitations to reflect the informal fun anticipated at the banquet. Give talks and use the school bulletins to build up the correct feeling for the stag. Urge every boy to attend, bringing his father or a friend as a substitute for him.

I have ever observed it to have been the office of a wise patriot, among the greatest affairs of the state, to take care of the commonwealth of learning. For schools, they are the seminaries of state; and nothing is worthier than that part of the republic which we call the advancement of letters.—BEN JOHNSON.

DEMONSTRATE DEMOCRACY!

Democracy isn't going to live unless it works and it isn't going to live unless it works better than it is working now. The making of democracy work in America is the biggest single job that you and I can do to preserve world peace. Nothing else, as of the present time, is of as much importance as a world-wide, large-scale demonstration.—Ernest O. Melby.

Planning the Negative Rebuttal

RESOLVED : That the President of the United States should be Elected by the Direct Vote of the People.

When the debater is making his preparation to discuss the problem of changing the method of electing the President of the United States, he has had an experience that has not faced the average high school debater during the last twenty years. He is face to face with the problem of discussing a debate topic that has not been changed from day to day or from month to month by the publication of new material on the subject. In fact, the average debater could have prepared both his constructive and rebuttal arguments last summer and used these arguments throughout most of the debate season.

A study of the current newspaper and magazine files will point out that practically nothing new has been printed upon this subject since the subject was announced last spring. Such a situation might work to the disadvantage of negative debaters, since it allows the affirmative to get their case set and they will expect no changes to develop or no new ideas for solving the problem to be forthcoming. If this condition were to continue to exist, we would find the affirmative in a very enviable position throughout the remaining part of the debate season. At this point, however, it appears as if there will be some attempt to change the method of electing the President in Congress during the next few weeks, and these discussions and possible changes will all work to aid the negative debater in presenting his rebuttal speeches.

When this article was written, the sponsors of the electoral-reform amendment (Senator Lodge of Massachusetts and Representative Gossett of Texas) have announced that they will press for a decision on their proposed reform soon after the 81st Congress reconvenes for its second session early in January. They actually believe that their proposed amendment will easily get the necessary two-thirds vote in Congress and that there is a possibility that the amendment might be ratified by three-fourths of the state legislatures in time for the 1952 election. If this action is taken by Congress, the negative debaters will have some new material to

HAROLD E. GIBSON
MacMurray College
Jacksonville, Illinois

use in their rebuttal speeches.

The proposed Lodge-Gossett Amendment will be a great boon to the negative debaters and a definite handicap to the affirmative. In brief, the amendment contains the following parts: (1) There will no longer be presidential electors; (2) Individual states will still have the same number of electoral votes as at present, but these votes shall be credited to candidates in direct proportion to the popular vote received by each candidate; (3) The President shall be elected by a plurality of the electoral votes (computed to three decimal points) and not by a majority as at present; (4) In case of a tie in electoral votes, the candidate with the greatest popular vote shall be declared elected; (5) With this system it will never be necessary for the election of the President to be thrown into the House of Representatives.

While the Lodge-Gossett Amendment would be a change in the system of selecting the President of the United States, it is not a plan that can be adopted by the affirmative. The question calls for the election of the President by the direct vote of the people. This proposed amendment would retain many of the features of the present system (such as elections by the states and the determination of the qualifications of voters by the states) while it eliminates the evils of allowing all electoral votes of states to go to the candidate with the highest number of votes while allowing none to go to other candidates who might have just a few less votes; and it eliminates the possibility that an election might be thrown into the House of Representatives.

We might wonder why this question has become an important one at the present time. No doubt the surprise reelection of President Truman in 1948 when all of the polls predicted the election of Dewey and when there were three candidates appealing to the members of the Democrat party for support (Truman, Thurmond and Wallace) caused many people to wonder if the election machinery that we have now will actually work when we have more

than 2 major candidates.

In order to show just what did happen and that might have happened in the election of 1948, we will present some facts and figures to indicate just how close the nation came to having a situation that would have aroused the people to action. Simply because we did not have this condition is no reason why we should not continue our fight to reform the system of electing the President.

The surprise election of President Truman for a second term in November, 1948, presented a series of confusing situations that might have been very serious for this country if only a few votes had been switched in the key States. In fact, if only six-tenths of one per cent of the voters of Illinois, Ohio and California had switched their votes from Truman to Dewey, the latter would be the President today. This would have happened even in spite of the fact that Truman would have had a popular majority of two million votes more than Dewey.

The election of 1948 created a condition where it was highly possible that no candidate would receive a majority of the votes of the Electoral College. When the "States' Rights" party (led by J. Strom Thurmond) entered the field and it was apparent that Thurmond would receive 38 electoral votes, the possibility of an election in which neither the Republicans nor the Democrats would receive a majority of the Electoral College became a reality. In fact, it was almost miraculous that we did not have either a President who received fewer popular votes than his main opponent or the spectacle of a situation in which the House of Representatives selected a President from among the three highest candidates. (Truman, Dewey and Thurmond)

The extremely close election of November, 1948, left the country in some doubt for a number of hours after the polls had closed as to the man who would take office on January 20, 1949. Truman had a clear plurality of 2 million votes over Dewey, but the election hinged on the 78 electoral votes of Ohio, California and Illinois. In fact, the election depended upon the votes of only 30,000 persons in the three states mentioned above. If these 30,000 votes had been switched to Dewey, he would now be President. If two of these states had gone to Dewey, he would not have had a majority of the votes of the

Electoral College and neither would Truman. In this event, the election would have been thrown into the House of Representatives.

If the election had been thrown into the House of Representatives, the "States' Rights" group would have held the power necessary to determine who would be President. Under the Constitution when the election of the President is thrown into the House, each state is given one vote for President. Thus the 45 Representatives from New York would have one vote for President and the single Representative from Nevada would also have one vote. This means that a single Representative from Nevada, Wyoming, Delaware or Vermont, would have just as much power as 45 from New York, 33 from Pennsylvania, 26 from Illinois and 23 from California. Since the members of the House would have voted on strict party lines, Truman would have received 21 votes and Dewey 20. With twenty-five votes necessary for election, we can see that neither candidate could be elected. Three state delegations had an equal number of Republicans and Democrats and so they could not be counted for either candidate. Even if all three of these divided states went to the same candidate, he still would not have enough votes for election. The election would have been decided by the four states that supported the "States' Rights" ticket.

Now let us think of what might have happened if the election had been thrown into the House of Representatives. It is clear that the "States' Rights" states would be able to determine who would be the President. These four states, with only 2.4 per cent of the popular vote and only 7.3 per cent of the electoral vote, would have been the President makers. It is almost certain that if placed in such a position of power, they would have forced Truman to discard his civil rights program in return for their support. They would have demanded that all of the parts of the Democrat platform that were obnoxious to the South be eliminated.

The danger to Democracy of having the election of 1948 thrown into the House of Representatives should be very apparent. If it had happened, there can be no doubt but that we would have had a general demand from the people to change the method of electing the President of the United States.

With Thurmond and Wallace entering

the Presidential race in 1948, it became apparent that we could have a situation in this country in which the President might have to be selected by the House of Representatives. If this happens, there is a grave danger of a miscarriage of the will of the people, and it may be necessary to make some change in the system of electing the President.

Now we reach the point where we must determine just how this series of possibilities in the 1948 election and their probable recurrence in future elections will aid the negative in preparing their rebuttal speeches. In the first place, it makes it apparent that we must have some change in the system of electing the President. The negative, therefore, will probably adopt the method of the counter-proposal in presenting their constructive speeches, namely, they will say there is a need for a change, but that the direct election of the President is not the change that is needed. They will then present their own solution to the problem and will propose something very similar to the Lodge-Gossett Amendment.

The Lodge-Gossett Amendment has many advantages over the affirmative proposal that can be presented by the negative in their rebuttal speeches. Among its advantages are: (1) The states will still determine who shall have the right to vote. This means that in Georgia an 18 year old can vote for the President, while in other states a person must be 21 years old. (2) Since electoral votes are valuable wherever received, the Republican party will spend money campaigning in the South since they can receive some electoral votes there. (3) No longer will most of the campaign be conducted in pivotal states like New York, Pennsylvania, Ohio, Illinois and California where a slight majority of the popular votes will give the candidate all of the electoral votes. (4) No longer will there be a possibility of the President being elected by the House of Representatives.

The Lodge-Gossett Amendment will give a solution to the problem that will satisfy most of the people without having the disadvantages of the affirmative plan. The negative should watch the newspapers for any and all developments that will tell of the development of this proposal and use these new developments in planning their rebuttals.

ATTACKING THE AFFIRMATIVE WEAKNESSES

In preparing the constructive speech, the wise debater anticipates the arguments of his opposition and then prepares his speech in such a manner that these strong points will be attacked. This must be done if the debater wishes to present an effective constructive speech. If the debater attacks the strong points of his opponent in his first speech, he will have time left to attack his opponent's weaknesses in the rebuttal speech. There is a strategic advantage in waiting until the rebuttal speech to attack the weaknesses of your opponents, because they will not have as much time left to defend their weaknesses as would have been the case had you attacked these weaknesses earlier.

The remaining section of this article will present some of the weaknesses of the affirmative side of this debate question and suggested methods of attacking these weaknesses will be given.

AFFIRMATIVE WEAKNESSES

If the affirmative plan is adopted, the federal government and not the state governments will determine who will have the right to vote. The qualifications for voters for the President will have to be the same in all sections of the nation.

NEGATIVE ATTACK

If we adopt a system that allows or makes mandatory the establishment of uniform qualifications for voters in Presidential elections, one of the more important state rights will have been taken away from the individual states and this new power will be lodged in Washington. We will have the spectacle of people going to the polls to vote in certain states and being eligible to vote for the governor of the state, but unqualified to vote for the President. This will lead to wholesale vote frauds and will be very unpopular.

Today an individual who is 18 years of age can vote in all of the elections of Georgia. If the federal government placed the voting age in Presidential elections at 21 (as it is now in 47 states) this will make Georgia reform her voting laws. We doubt if the people of Georgia would appreciate this forced change in their laws governing elections.

The greatest opposition would come, however, in the Southern states where the right to vote has been controlled by the states for years. We doubt if these states

(Please turn to page 175)

ASSEMBLY PROGRAMS

for February

When the second semester has begun, events and activities pass so quickly that it is well to draw up a complete plan for the items which are to be presented in assemblies. Some of these will take not a week or ten days to prepare, but two or three week's advance planning in detail. It is important to look well into the future, for the end of the school year will appear with surprising suddenness.

The first program in this outline for assemblies for February is one which will take more time than most others. It is titled "Your Future" and is planned to make all students aware of the possibilities which are theirs if they go to work on something now and not wait until they are seniors, namely scholarships. There are so many available these days that it seems a shame that more students don't know of them and what it means to earn one. A student interested in almost any field can find some sort of help to make higher education possible for him.

The other programs in the outline will speak for themselves as to the length of time which is needed in preparation. By this time of year, each program should be a "finished product," and students participating should be well aware of the job to be ready when the time comes. Their stage presence, manner of presentation, and personality should all be at their peak.

These steps are well worth your attention. First, see that a complete schedule of assemblies is published so that each group that will be working on a program will know well in advance what is expected of it. Second, contact each group well in advance of its program date so that preparation will be complete. Third, make a final outline of the program early in the week, so that the mechanism will run smoothly. And last, check every detail the day before the program so that it will function smoothly.

February 6-10

Student Council in charge

Victor Herbert was born the first of February and much of his music is familiar to all, which may give you a start in planning music as background for the program, tie-in, or relief.

Well in advance, contact several of the students from your school who are going to some of the large universities or colleges on scholarships. Ask them if they will prepare a script

IRENE GRAY

*Grand Junction High School,
Grand Junction, Colo.*

for recording, telling what their scholarship has meant to them. Ask them to cite little personal experiences which will make their scripts "alive". Then send them recording discs or a spool of wire, if a wire recorder is available on which they can send their message back to the student body. They may wish to add sound effects to their recordings.

Using these scripts as background, then have the committee go to work on the script. In some cases you will be lucky enough to have some adult in your town who is responsible for one or more of the scholarships, and he will make a good addition to your program. Many times at this season of the year, the schools of higher education in your state are sending out representatives from their schools and might be induced to send out such people to take part in your program.

There are so many possibilities for "Your Future" that it should be vastly interesting, entertaining, and enlightening. Here is a specimen outline:

Flag presentation Student Council Representatives

"Your Future" Introduced by S. B. President

Alumni heard on recording:

Jack Evans, post graduate, Harvard University

Dale Swann, junior, Yale University

Howard Koonce and Dan Webster, Freshmen, Dartmouth U.

Since these two boys were among the students just last year, theirs can highlight the recordings.

Ruth Sager, sophomore, Colorado Educational College, Greeley

Possibilities in adult presentation of scholarship information:

University of Colorado, forum of students

Denver University, adults regularly doing this sort of publicity

Show movie of life on the campus which features Jim Lannon, sophomore and

scholarship student

February 13-17

Publications Department in charge

There is no department in school which needs your support more than does the Publications Department. Their expenses are staggering, and the amount of work done by students who register for Journalism is great. They must sell ads for their paper and their annual. This revenue must be raised by various types of money-making schemes.

One such scheme is a Valentine plan. Each year the student body is warned well in advance of St. Valentine's Day of the opportunity to pay court to that favorite boy, girl, or polish the old red apple for some teacher. There are singing telegrams, regular Valentines and those all frills and lace with candy ornaments on them. The advance publicity and the assembly preceding Valentine's Day spells the success or failure of the venture.

Among the various ideas which have been used to present the idea in assembly was a very pretty skit of a serious nature. The skit was short but it was beautifully planned, staged, and costumed. It showed costumes in review, from the days of hoops, down through the bustle stage, to the days of World War II, and the gay twenties. It left us there and ended with the bursting of the heart of the huge Valentine which had formed the background. From this heart emerged a boy and a girl beautifully costumed and made-up. They closed the program with a waltz clog, rhythmic, graceful, and original, with the girl who planned the dance for a dancing instructor from whom she took lessons.

Outline:

Presentation of the Flag Officers of Quill and Scroll

Publicity for the sale of Valentines

This commercial should be well planned and who is in a better position to write good copy than a journalism student!

Valentines, Yesterday's and Today's

1. Colonial dress

Appropriate music for each

2. Civil War dress

3. Gay Nineties attire

4. World War I

5. The Fabulous Twenties

6. Valentine, the Same Yesterday, Today, and Tomorrow

February 20-24

Tri-S, Girls' Honor Society, in charge

This may not be the exact date for the week proclaimed "National Brotherhood Week" but every week is brotherhood week all over the world, so this program is appropriate for any week.

So that a script, en toto, may be given you, a discussion of the preparation and such details has been omitted. You are given only the outline and the script. But beware, and make preparation complete down to the last detail if your program is to be interest-provoking.

Outline:

Presentation of the Flag Tri-S Officers

Announcements (Included on most programs)

Program:

Radio skit

Novelty Musical numbers

French song

Gypsy accordion number

Russian dance

The Skit

Brotherhood Week:

Ann:

Have you ever wondered how it would feel to be a displaced person in Belgium, Germany, or France? Here it is Brotherhood Week and there are millions of displaced persons in the world.

I would like to tell you my story and hope you grasp the full meaning of the horrible situation that exists in this world of ours today.

My husband has been in Germany for a year now, head of the Displaced Persons Bureau, and I will be joining him soon, so I would like to read you a letter which I received from him.

Dear Ann:

I can hardly wait until the time when you and I will at last be together, although it will mean hardships such as some I have never told you of before. Since you're so determined to come, it is best you know.

If I'm lucky I get an egg for breakfast because food is so scarce and we're allowed only so many calories a day.

I tried to rent an apartment for us and after knocking on the door a while, it was finally opened.

MUSIC:

UP AND FADE OUT

SOUND:

DOOR OPENING

LANDLADY:

Well!

BOB:

I'm looking for an apartment and I wonder if you would have a vacancy?

LANDLADY:

Come in and we can talk about it.

SOUND:

DOOR CLOSING

LANDLADY:

Meet my husband, Herr Hienstedt.

BOB:

How do you do?

HERR:

So you are looking for an apartment? How far are your headquarters from here?

BOB:

Several miles walking distance.

HERR:

And do you have an automobile?

BOB:

No, but I'm looking for one.

HERR:

Well, we are both in luck today! I have an automobile I would be willing to sell for say.... 500 cartons of cigarettes.

BOB:

Sold!

LANDLADY:

And the apartment you came to see, is a third story, two room apartment renting for \$20.00 American money.

BOB:

Sold again!

MUSIC:

FADES UP AND INTO

ANN:

And so, darling we have a car and an apartment. And an apartment is something to have in Germany.

Today a little Jewish girl came into my office. She is just one of the many children who are homeless and parentless whom our American Orphanages have been taking care of. But this case was not unusual, for there are dozens every day. She blinked her black eyes and....

MUSIC:

FADES UP AND INTO

GIRL:

Please help me find my mommy and daddy. The last I heard of them they were in Greece where the Germans ravaged our house. I ran away and now I'm lost and I can't find them (sobs).

MUSIC:

UP AND OUT INTO

ANN:

We traced the child's parents back to Greece and found that her father had been killed by the Germans, but her mother is in Greece looking for her. She has been notified and they will be united soon.

Another typical case is that of Olaf Chiskiske, an ex-Polish soldier who was captured by the Germans and put into a forced labor camp in Germany.

MUSIC:

FADES UP AND OUT INTO

OLAF:

Yes, and now I would like to return to my wife and children who I believe are still in Poland.

BOB:

We'll do our best and let you know if we find them.

MUSIC:

FADES UP AND OUT INTO

ANN:

He, too, was reunited with his family. But these cases have had happy endings. There are still thousands of men, women, and children who are homeless, and in a strange country. Parents come in each day begging us to find children, or asking if they are here.

If you are still determined to come and live the kind of life I have described, please do. There is nothing to compare with the feeling of seeing a family reunited. It gives you the sensation that there is indeed still a feeling of brotherhood among men in the world today.

All my love, Bob.

MUSIC:

SWELL AND OUT

You will recognize that this script is neither great nor too compelling, yet it was produced effectively and was one of the better programs that semester. To be used now, there is revision to be done to bring it up to date.

Only three programs have been outlined for this short month which is undoubtedly enough, for a solid program is sometimes monotonous and leaves no room for the unexpected.

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News Notes and Comments

"Publishing a School Magazine Without Journalism Classes" is described by Olive B. McPherson, Adviser to *The Radiator*, Somerville, Mass., High School in the December number of *The School Press Review*.

Arrangements have been made for microfilm editions of *School Activities* to be prepared for distribution by University Microfilms, 313 North First St., Ann Arbor, Mich.

In "American versus British Debating" Denzil K. Freeth and Percy Craddock contrast the debating of these two English-speaking nations, in the December number of *The Quarterly Journal of Speech*. This presentation of the British view is immediately followed by a defense of the American debate technique by a number of authorities on this side of the Atlantic. This is an interesting controversy.

The Tax Court of the United States has ruled against the appeal of Mrs. Nora Payne Hill, Adviser of the *Chatterbox*, the newspaper of the George Washington High School, Danville, Va., in her claim for a deduction from her 1945 income tax of the expenses incurred while taking a summer course at Columbia University. The case will be appealed to the Fourth District Court of Appeals because of its implications affecting teachers in all parts of the country.—*The School Press Review*

"How Do Your High School Assemblies Rate?"—by Anna C. Williams in the December number of *Michigan Education Journal*—gives a modern and comprehensive treatment of that subject.

Speech Activities—formerly *Debater's Magazine*—for the winter months is a fifty-six page volume treating various phases of Debate and Speech. It is published at 814 Campus Ave., Redlands, Calif.

An opportunity for high school radio script writers to earn recognition and money is offered in the 1950 Scholastic Writing Awards. Students may enter their original radio drama, adaptations and general radio scripts. Rules Booklets explaining the Awards program are free to both teachers and students and may be obtained from Scholastic Writing Awards, 7 East 12th St., New York City 33.

"News of City Schools" in the December number of *South Dakota Education Association Journal* reports successful school carnivals in ten cities of that state.

The following Conservation Pledge has been sponsored by *Outdoor Life* magazine after a national competition involving more than 15,000 entries and prizes totalling \$5,000.

I GIVE MY

Pledge as an American
to Save and Faithfully to
Defend from Waste the
Natural Resources of
My Country—Its Soil
and Minerals, Its Forests,
Waters, and Wildlife.

SCHOOLS FOR CHEER LEADERS

A few state associations have instituted schools for cheer leaders. Under the guidance and leadership of trained college and university students, high school students are instructed in attractive maneuvers requiring skill and precision, but which take the cheers and the cheer leaders out of the class of the cheap and brazen and direct them into that of classy songs and yells directed by skilled and artful leaders. That seems to be what we need, and perhaps we can do something about it.—Editorial in *Idaho Education News*

MATERIAL FOR THE 1950 OBSERVANCE OF PAN AMERICAN DAY

To assist groups planning to observe Pan American Day, April 14, the Pan American Union offers free distribution of material. Teachers and group leaders will be supplied with an abundance of program helps if they will state their needs to the Division of Special Events, Pan American Union, Washington, 6, D. C.

In the December number of *The Massachusetts Teacher*, Leonard G. Palopoli questions the prevalent methods of selecting students for the Honor Roll.

The Okmulgee Torchlight (Okla.) has been carrying a number of whole-page ads for the local Citizens National Bank. The bank is sponsoring a special Christmas Club Savings Plan.

THE WORM HAS TURNED

The belligerent basketball fan who berates

the official with a jackass bray and then follows him across the floor after the game to heap further vituperation upon his bloody but unbowed head has finally had his come-uppance—but good. In a recent hotly contested game between two perennial rivals, DuQuoin and Pinckneyville, a rabid fan charged onto the floor following the game and showered verbal abuse upon a very capable southern Illinois Official. Angered over the DuQuoin defeat, he followed profanity by a glancing blow to the back of the official's head who had turned to walk to the dressing room. Pinckneyville's principal, Roland Keene, was on the job and with the help of others prevented further bloodshed. But the varmint escaped through a back door without at first being recognized. Principal Keene and R. Paul Hibbs, DuQuoin principal, promptly reported the incident to the State Office and then joined forces to track down the offender. Three days later, the culprit was apprehended, arrested and charged with disorderly conduct and assault and battery. The judge took only a few minutes to fine the fighting fan fifty dollars and court costs on each of the two counts. The deluded battler was poorer and sorrier by \$114.40.

A battle star on the shields of Principals Keene and Hibbs—and may their tribe increase!
—Editorial in *Illinois Inter-scholastic*

GETTING THE MOST FROM A DANCE ORCHESTRA

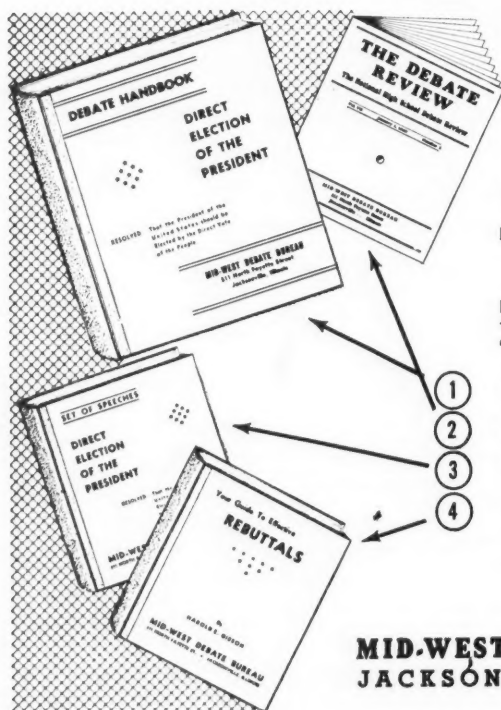
(Continued from page 156)

at the door. This means that arrangements must be made ahead of time to have the check ready and have it presented to the orchestra leader.

(b) Discuss method of payment with the leader at the time of hiring the orchestra. Some Locals of the Musicians' Union require that payment in full be deposited at Union Headquarters before the dance begins.

(c) Do not be intimidated by a leader who insists on being paid in cash. If he is conducting his business affairs according to State and Federal regulations, it will not matter to him whether he gets a (good) check or cash.

This checklist has been designed to help the dance orchestra buyer get the most for his money. The italicized items, without explanations, may be duplicated, and will help the user to look after the many details which are necessary for getting the most from an orchestra.



DEBATE 1950

THE NATIONAL HIGH SCHOOL DEBATE TOPIC
FOR THE SCHOOL YEAR 1949-1950 IS:

RESOLVED: That the President of the United States
Should be Elected by the Direct Vote of
the People.

The services of the MID-WEST DEBATE BUREAU
have been designed to meet the particular problems
that are presented by this very difficult topic. Prices
on debate materials are as follows:

1	DEBATE HANDBOOK	\$3.00
2	THE DEBATE REVIEW	2.00
3	SET OF SPEECHES	1.35
4	YOUR GUIDE TO EFFECTIVE REBUTTALS	1.50

**MID-WEST DEBATE BUREAU
JACKSONVILLE, ILLINOIS**

How We Do It

STUDENTS ENJOY GRAND OPERA

Through a planned program of opera stories, teas, and attendance at operas, music-loving students of Hinsdale Township High School and Junior High School enjoy grand opera. It isn't too deep for them.

In 1939 with Mrs. Leo C. Clowes and Mrs. John H. Grace, Jr., as co-chairmen the Hinsdale Opera Tea was established as an annual benefit, the funds from which are utilized to buy opera tickets to the Chicago Opera Company's fall program. For Friday nights school boards in the Chicago area secure tickets at one-half price by purchasing blocks of tickets for their students.

Members of the Chicago Opera Company put on a program of one hour in the Hinsdale School auditorium as part of the Opera Tea observance to which music students sell tickets for twenty-five cents. Once each week, during the opera season, music students meet to go over the score and the libretto of the opera. By passing around the school board tickets secured by proceeds from the opera tea, about 150 different students utilize the 30 tickets available at least once during the six weeks period. No one may use an opera ticket unless he has attended the weekly meeting in which the current opera is discussed.

Miss Ina Mae Sanders, vocal music supervisor since the organization was started, now invites various musicians of the community and music teachers to conduct the lessons on the opera story. Recordings likewise are used. Mrs. Grace, a concert soprano, and Mrs. Clowes, a former accompanist for the Wagnerian tenor, George Wilbur Reed, have helped conduct the Opera Club programs.

In 1945 two of the Hinsdale boys who were former members of the Opera Club organization participated in a G. I. rendition of opera in the Cologne Opera House when the 104th Infantry Division was there. Letters written home by college students and references made to the Opera Club by college students when they return to their Alma Mater attest to the carry-over value of such an organization.

A Continuation Opera Club meets during the year when the opera is not in session. Each week a different opera is presented by records or by guest musicians, when both the score and the libretto are studied.

The Hinsdale program of opera teas, clubs, and attendance has stimulated new interest in opera, has given students the opportunity to

meet real opera stars, and has enabled them to prepare themselves as tomorrow's citizens with a deeper appreciation for the best in music.—**Naidene Goy**, Teacher of English, Township High School, Hinsdale, Illinois.

LATIN CLUB STAGES VALENTINE PROGRAM

Last semester I did my directed teaching in Latin 9. There were two other student teachers in Latin. The three of us were given the opportunity to arrange the February program of the Latin club. Of course, we choose a Valentine theme, and also carried out a Patriotic theme.

In order to have a well-attended club, it had to be publicized. We did this by announcements in class, on the board, and in the weekly bulletin. To enlist the interest of the pupils, we asked each to make his own valentine bearing a Latin verse to bring to the club. The two teachers of Latin at the University High School allowed the students to make valentines in class. Since they did not complete this work in class, the teachers set aside their off-day, which they would spend in the library, for pupils to come in for help. Surprisingly enough, practically all of the class showed up to make valentines in their free period. This idea really motivated the students to come to Latin club. We student teachers made a valentine box. The students placed their valentines in the box, and then at the close of the club they each drew a valentine.

The pupil-participation in the club was good. The ninth-graders told love stories of Roman Mythology. In class, Zelma was very shy and seldom volunteered. When the class played charades, she would never get up in front of the class and give one. As the semester passed, Zelma began to volunteer more often; she even came up to the teacher after class to ask questions. She was one who came in to make a valentine for the club, and she attended the club meeting, which gave the teacher a chance to bring her out. Zelma told her where she lived, how many brothers and sisters she had, and that she was going to join the Latin club. And another surprise was that when the teacher asked for volunteers in her ninth-grade class to tell love stories for the club, Zelma volunteered to give one.

Zelma told the story about "Cupid and Psyche" and did a splendid job. Seven other pupils also

told love stories. Two boys read a play, comparing the life of Washington with the life of Cicero. A girl read the Gettysburg address in Latin. Love songs, such as "I love you truly," and patriotic songs, such as "America," were sung in Latin.

This all involved pupil participation. Our one game involved dividing the club members into four groups. Each group was given five candy hearts; the kind which have a verse written on, such as "Kiss me," or "I like you." The groups were to write the Latin equivalents, and the first group finished and with the most correct answers won. This game meant that everyone participated.

All the students felt the responsibility placed upon them because they were interested.—**Ann Miller**, Student, University of Michigan, Ann Arbor, Michigan.

CAREER DAY

The Student Council of the Helena-West Helena High School assists our vocational service in sponsoring a "Career Day," once every two years, with the ninth through the twelfth grades participating. This day is set apart for the purpose of helping the students to look for the key to a successful career by informing and advising them on different fields of work.

Successful men and women who have succeeded in their fields of work, come to speak to the students who want to enter a certain vocation. These selected speakers give the general outline of their type of occupation, the educational requirement, personal qualifications, advantages and disadvantages and later the students ask questions concerning this subject.

In preparation for "Career Day," each student is given a "Kuder Interest Test." This test is just what the title implies. The results of this quiz shows what the student is most interested in. From these individual profile sheets, which indicate interest areas the pupils select and make a list of the classes which they plan to attend on Career Day.

Invitations are sent out to the neighboring schools to attend this meeting day of persons of many different occupations. These invitations are extended in hopes that these nearby schools will gain knowledge and understanding from the day's happenings and will go back to their own school with the idea of planning one for themselves.

This day isn't without enthusiasm or pep, for to arouse more interest, posters on the various vocations are made by the students themselves, and a contest is held to determine the best. Also, prior to this day, an election is held by the student body to select Career Day officials.

These officials are the same as those of the regular administrative force of the school, Superintendent of Schools, Principal, Deans, etc. The person selected as Superintendent of Schools, presides during the day. A student is selected in each lecture group to meet the lecturer and introduce him to the students. This student leader also asks lead questions to stimulate the discussion, makes a summary at the end of the period, and thanks the speaker.

Evaluation of "Career Day" is scheduled for the last period of this special day. At this time the students, faculty, and instructors, meet to discuss whether the day was a success or a failure, and good and bad points are brought out along with other suggestions for improvements that can be made in the future.

We enjoy the responsibility of running our school for a day in addition to learning from a direct source the advantages and disadvantages of varied careers.—**Bobsie Ferguson**, Principal, Helena-West Helena High School, Helena, Arkansas.

OUR VALENTINE SOCIAL

Sheridan's most important social activity last year was the ninth grade Valentine Social. It was held on February thirteenth in the school gym. The social was sponsored by faculty members and committees of ninth grade pupils.

The committees consisted of three separate groups. The decorating committee took care of the invitations, posters, gym decorations, and dance favors; the refreshment committee prepared refreshment plates and favors; the ticket committee took charge of collection of money for the tickets, and were in charge of the invitations sent to the teachers.

The social began promptly at three P. M. and ended approximately at five-fifteen.


The opening dance was called the "Paul Jones." The music was provided by a phonograph with a loud speaker. Social dancing continued until four o'clock and was followed by a planned program of entertainment. The most outstanding number was a performance, in pantomime, the actions of which were done to some of the Danny Kaye Records. The performers' expressions and facial actions were typically those of Danny Kaye.

Two couples were selected to show their tal-

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ents in dancing by doing a speciality number. Following the entertainment refreshments were served.

Individual comments were expressed and when all were combined, the social was found to be a great success.—Lois Ann Epstein and Barbara Treadow, Susan S. Sheridan Junior High School, New Haven, Conn.

PAPA CENTRAL — A SCHOOL TRADITION

On November 22, in 1944, a new school tradition of Papa Central Day was started. Anticipation ran high at Binghamton Central High School, for posters were displayed on every available bulletin board and in stairway windows having a hillbillish type of gentleman and his gangling daughter dubbed, "Betsy." Furthermore, signs read that all boys and girls were to wear blue jeans and plaid shirts. This day of the awaited event approached, and the students came dressed as they were instructed to do, taking advantage of every leniency extended to them. The day went along as usual with classes until 11:00 A. M. An assembly was called and "Papa" and "Betsy" were introduced. "Betsy" was a very broad shouldered boy dressed as an enchanting girl. "Papa," a typical hillbilly, was accompanied by his ready shotgun.

The purpose of this procedure was to challenge our team to win the annual Union-Endicott game. If they failed, the team captain was to marry Betsy.

The following year, the student body elected "Papa," and the two leading losers in the election became the preacher and Betsy.

This year, a different procedure was taken. Amid the strains of "Fuedin', Fussin', and Fightin'," a skit was presented showing the Cental Hillbilly family, detectives, and Dick Tracy making life miserable in general for three culprits who represented three rival schools.

In all, "Papa Central Day" is one that will be remembered for years to come by the student body as an event of hilarious activity.—Phyllis Allen, Central High School, Binghamton, N. Y.

GIRLS' PERSONAL PROBLEMS DISCUSSED IN A MATH CLASS

"Where, oh where, are all the boys? Don't tell us we are going to be alone in here? Oh, goody! Now we can really talk!" These happy and expressive remarks were heard from my fourth period Math class last year. Yes, not one boy presented himself — so how was I to cope with these lively all too enthusiastic girls in a Math class? It was my first experience with a class of all girls. It was an experience I would like to re-

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peat since it presented so many facets for guidance and enjoyment.

The first few weeks were not only planned to teach mathematics, but also to establish rapport. Results were so amazing that I could not hope for a warmer and more enlivening atmosphere. There was a gradual growth from week to week, by making an opening for an opportunity for discussions of personal questions. Perhaps we might call them "teen-age girls' troubles."

In order that their academic work would not be sacrificed, the girls agreed if we could have one day a week, preferably Friday, for discussion and advice on their problems, they would guarantee the same high standards of work as those of former classes. This was a **must** for them, as you might guess. Now how to answer the complex questions?

It was decided that each girl was to write her problem, her interest, or her wish and to hand it unsigned to one chosen leader, who then gave them over to me. I grouped the items into sections. Each girl volunteered for a topic, then to search through all of the Charm and personality books, the cantings of Dorothy Dix and other columnists, then have charge for a particular day. They insisted that they wanted my final deductions for at least half of each period.

Can you imagine which questions were the most popular? These are a few: (1) How can I meet a certain boy and get him to recognize me? (2) Please tell me what conversation is proper on the first date? (3) How can I dress to advantage for my figure? (4) Do you think my father has the right to whip me if I walk home from a party with a boy? And so on. Thirty different questions — all asking for help and advice — were of the most vital importance in the lives of these girls.

There were several girls in the group whose parents were of foreign birth. Consequently these girls could only gaze in amazement at the more mature and more socially minded ones. In all sincerity, many questions baffled me. But when I related my own experiences and what I considered right and proper, they welcomed my advice.

These thirty girls weren't stalling for time. We completed our required work and much more supplementary work. They were truly eager to have attention and sympathy that we as educators owe to them. Just why isn't there an elective given for both boys and girls alike where, if the home can't provide confidences, they can feel relaxed and free to go with any of their numerous personal problems?

Would the boys, too, sanction such a program?
—**Esther Hutchinson**, Teacher, Belleville High School, Belleville, New Jersey.

A CARNIVAL FOR FUN AND PROFIT

John Frankenfeld

9th Grade

Manhattan Junior High School recently held its third annual school carnival. The main objective was enjoyment rather than profit, but the net proceeds of \$339.83 were by no means unwelcome. Popular features were: chances on a food basket, darts and pop corn, a picture show, a bowling alley, a concession stand, a cake walk, and a dance. School talent was represented in a highly successful play, "The Supreme Sacrifice" worked out and enacted by students. Another novel idea was a telegraph office which enabled students to send messages to anyone present at the carnival. Regular rates were charged according to the number of words.

The carnival lasted from 7:00 to 10:00. It was planned and carried out entirely by students and supervised by the Federal Council. Money made at the carnival will be spent for: allowance for all school parties, \$50; Athletics, \$40; allowance for each homeroom, \$5; allowance for grade parties, \$15 each; sent to Junior Red Cross, \$7.50. The balance will go into the Council treasury. Many mistakes seen in previous carnivals were remedied this year. Perhaps the biggest improvement was the introduction of a greater variety of amusements and less food commodities for sale. Suggestions for next year include a clean-up committee from each homeroom that would have no responsibilities other than cleaning up, thus reducing janitorial expenses.—**John Frankenfeld**, Publicity Committee Chairman, Junior High School, Manhattan, Kansas.

SAFETY DRIVER AWARDS

In recognition of their outstanding records in safe, efficient operation of school buses, three teen-age drivers were awarded safety driver citations at the 1949 commencement exercises of the Mount Airy High School. The citations were signed by Dr. Moir S. Martin, chairman of the Mount Airy School Board, and by Mr. L. B. Pendergraph, superintendent of the city schools. Monogram awards — SD — Safety Drivers were also presented to the young drivers.

The citations revealed that Randall Welch, pupil driver, operated a school bus for two years, transporting a total of 99,000 pupil passengers

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for a total of 12,600 miles "without an accident or injury to a pupil." The records showed that Bobby Poore drove a school bus for two years, transporting a total of 75,160 pupils for a total of 10,800 miles without accident or injury to a pupil, and that Donald Poore operated a bus for two years, transporting a total of 72,000 pupils for a total of 9,000 miles without an accident or injury to any pupil.—Verona West, Elementary School supervisor, Mount Airy, North Carolina.

SPANISH ASSEMBLY PROGRAM

A few days before her assembly was due, one of the teachers in Troy Junior High School in New Haven, Connecticut, became ill, and our assembly director was faced with the problem of getting something to fill in. At the time, the director was teaching Conversational Spanish to a group of seventh-grade pupils as an experiment. When she spoke about the matter to the pupils in this class, they offered to prepare a program by themselves. They had only three days in which to do it, and they really "didn't know where to begin."

Someone hit upon the idea of putting on a Spanish street scene. Of course, no one else in the school knew Spanish, which complicated things, so they had to translate as they went along. Finally the following plan was worked

out.

There were to be two groups on the stage at the same time, one on either side, and each group would be doing the same thing at almost the same time — only the first group would carry on a conversation in Spanish, and the other would translate it into English. Those in the Spanish group were in costume but the others wore their ordinary school clothes.

The conversation started when two gentlemen met two ladies with whom they were acquainted and invited them to dinner. As they entered the restaurant, they were greeted by the headwaiter, who seated them. This necessitated some conversation. Then they ordered the meal from the menu, discussing their likes and dislikes, and as they waited they talked about the music in the dining room and the weather.

During the meal, a girl in a colorful costume and carrying a tambourine danced a Spanish dance. Then there was more conversation, and the gentleman suggested going to the movies. At this point the party left the stage, chatting as they went along. After the skit was over, the whole division sang several songs in Spanish.

This presentation was so well received by the student body that it was given at the Teachers' College the next term.

One of the advantages of the program was

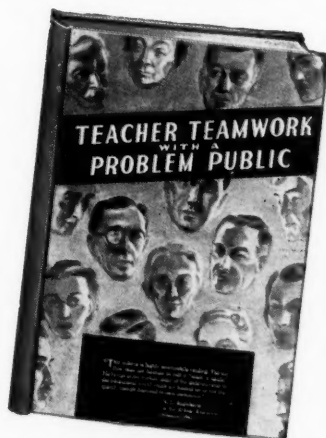
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that it included quite a group of pupils, and there was a minimum of stage scenery and properties. All that was needed were two tables, eight chairs, and some china. It could be elaborated upon and many more situations presented if time allowed and pupils had a larger Spanish vocabulary.—Helen M. Wright, Adviser Troup Trumpet, Troup Junior High School, New Haven, Conn.

SELLING PHYSICAL EDUCATION

Two years ago we embarked upon an extensive program of improving the physical education set-up in both our elementary and high schools.

Within a year the program had been improved to such an extent that we were justifiably proud of it.

If a physical education program is to be as successful as possible the cooperation of the school administration, students, and parents is necessary. This means selling the program to these various groups.

Certainly one good way of selling the program to the administration is to have a good one and be enthusiastic about it.

The students likewise will be sold if the program is well planned, executed, and diversified.

Selling the program to the public requires a different technique. The parents must be acquainted with the program and its objectives. We felt that an excellent way to accomplish this would be to put on short physical education programs between halves of home basket-ball games. That was the procedure we followed last year.

We started with the first grade and worked up, so to speak. Each teacher was asked to prepare a ten minute program using any activity he or she desired. We stressed the importance of using as many members of the class as possible — 100% participation being ideal.

Before each program began, an announcer told the audience what activity was to be demonstrated. The values of the activity were also pointed out. Any explanation necessary to acquaint the people with any aspect of the activity were made at the proper time.

Before the first program was put on, a short introductory article on the objectives of the physical education program and the reasons for putting the demonstrations on was read to the audience.

Each program emphasized a different activity. Some of the activities used were rhythms, low organization games, rope skipping, high organization games, and group exercises.

The result of these programs was a definite increase in interest on the part of many parents

in our physical education program. Parents were no longer in the dark. They saw good samples of the type of activities being conducted in the physical education classes and they were impressed.

Several of the instructors in the elementary school had been having an equipment problem with some of their students. They told the instructors they were unable to get gym shoes. In most cases this was due to a lack of cooperation on the part of the parents. This year there were very few such cases.

Not only did these programs serve to increase interest and cooperation on the part of parents in our physical education program. They brought an increase in attendance at our games as well. —Bernard Erdman, Athletic Director, Public Schools, Lisbon, Iowa.

MISFORTUNE A BLESSING IN DISGUISE

The senior class of 1945 in Clearwater High School furnished the money to buy a Filmosound movie projector. One Saturday night it was stolen from a securely locked building plus the double precaution of a locked booth.

Money had been invested in screens and a film subscription. An active visual education program was under way. We had to have another machine. Arrangements were made for a cash payment with balance on time.

We planned a stunt night program which was presented November 14th. Our slogan was:

"Every organization a responsibility; every student a ticket; every teacher alerted; minimum goal \$500."

Each class (sophomore, junior and senior) automatically was assigned to do a skit or stunt with an overall time limit of fifteen minutes for each. Then, all club presidents met to participate in a drawing contest. "Stunt" had been written on five slips of paper and parts of the business management (enough to give each club a chance) on the others. Ten minutes was allotted to each club.

After the duties were distributed, clubs and classes, with their advisers, got busy. In one month from this time the program was over and the following had been accomplished:

1. The machine was paid for with a balance left for films.
2. A school of 450 students and an entire fac-

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ulty cooperated 100% on a common project.

3. A committee from the P. T. A. helped in preparation and sale of food in cafeteria.

4. Merchants in our school community contributed prizes (door prizes, cash prizes for best stunts, individual prizes for ticket selling).

5. Returned G. I.s voluntarily took over the job of sergeant-at-arms. Their duty was to assist in the handling of conduct in a large mixed crowd (all ages and sizes), as well as a program involving the movements of more than one hundred people. This helped in bringing about an adjustment with an at home feeling.

6. The sophomore class won the prize for the best class stunt. This helped to make these new recruits from nearby junior high schools feel that they "belong." A splendid orientation process.

7. There's more concern for the projector and visual education program since all helped to promote it.

8. Finally, the morale and school spirit has been boosted materially. We teachers find this a major problem. The school population is more or less transient. Already, students are talking and planning. They say: "We worked together once and we can do it again."

While it cost over \$500.00 to replace our machine, the concomitant benefits accruing therefrom were manifold.—Mrs. J. M. Crowell, Librarian, Senior High School, Clearwater, Florida.

OUR JUNIOR RED CROSS FUN FAIR

Come to the Fun Fair! Pony Rides! Jeep rides! Win a Puppy! Buy a Balloon! Such are a few of the posters seen in the halls of Prospect Elementary School, Oberlin, Ohio, during the weeks when the entire school prepares for the annual Junior Red Cross Fair.

Any fair is exciting but a Fun Fair thrills all and offers an excellent opportunity for pupil participation.

Soon after school opens in September, the Jr. Red Cross Council meets to make plans for the Fun Fair. The Council consists of a boy and a girl representative from each room. The purpose of the fair is to earn money for the Jr. Red Cross in one big activity of the year. This is a cooperative project in which each pupil and teacher can take part.

Each classroom plans together with the teacher some particular activity. It may be a booth, a raffle, or a sideshow. Parents are solicited for help where needed, especially for those activities which require adult supervision.

The Council plans for exhibits which interest the rural children. The boys and girls make paper ribbons to show the largest pumpkin, the largest ear of corn, the best flower arrange-

ment, the most unusual jack-o-lantern, and the most original vegetable figure. The vegetable figures attract the most pupil participation as gourds turn into queer animals, carrots, potatoes, beans, cauliflower, tomatoes, cabbage, all become people, whole families, or queer vehicles. The emphasis is on the display, not the award. Many of the exhibits are sold during the Fair.

The day of the Fair arrives. Displays are set up. Booths are decorated by students. Prize winners are selected. The Fair is ON!

Three hundred children plus many parents hasten to the gym where amateur barkers announce their wares. The First Graders head for the pony rides, on the playgrounds, the Sixth Graders for the Spook House on the stage. Then each one tries his hand at a game, takes a chance on the puppy — buys a balloon — has some cider, a doughnut or some cookies — gets his nails polished at the Beauty Parlor. The Fair continues until all is sold. Each room counts its profits. A committee of children help the janitor clean up.

These funds are used to purchase a gift for the Children's Home and to pack boxes for overseas. Each year the Fun Fair attracts more juvenile exhibitors, more parents, more interest; all of which make for better public relations as well as opportunity for the less fortunate.—Miss Florene Worcester, Staff Sponsor, Prospect Elementary School, Oberlin, Ohio.

PLANNING THE NEGATIVE REBUTTAL

(Continued from Page 163)

would ever accept any plan that takes away from their state governments the right to determine who shall vote in all elections held within their borders.

AFFIRMATIVE WEAKNESS

There are certain very important persons and interests who will oppose the

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adoption of the plan that the affirmative are defending. If any attempt is made to enforce the election of the President by the direct vote of the people, these interests will see that the plan is defeated.

NEGATIVE ATTACK

There are many differing groups of people and individuals who are opposed to the adoption of a system that will allow the President of the United States to be elected by the direct vote of the people. Among these groups are the Southern States, the small states and certain politicians within each party who think that their party will gain by refusing to make such a change.

It has been reported by certain persons who should know, that President Truman is satisfied with the system of electing the President just as it is and, therefore, would not favor making any change. If this report is true, it will be difficult to get any change in the system of electing the President at this time.

The great difficulty that the affirmative will find in getting their plan through is the opposition that will be found in the Southern States. There can be no doubt but that these states will lose much of their political power if the affirmative plan is adopted. They have the power to keep the affirmative proposal from being ratified because they have thirteen states that could refuse to ratify the amendment. This places the affirmative in the position of advocating a reform that just cannot be adopted. This makes their position impossible.

AFFIRMATIVE WEAKNESS

The affirmative is in the position of defending their proposal against the Lodge-Gossett amendment which seems to have all of the needed changes necessary to make our election machinery work very satisfactorily.

NEGATIVE ATTACK

The affirmative debaters are proposing a reform to correct a situation that we will admit needs attention, but we feel that they are not proposing and defending the best plan that could be presented. When everything is taken into consideration, it becomes apparent that the Lodge-Gossett Amendment is the best and most practical plan at the present time. We say that it is the best simply because there is no other reform that meets all of the requirements of the reformers that can be adopted at this time. The Lodge-Gossett Amendment is sponsored by a New England Republi-

can and a Southern Democrat. This means that it will probably have the support of people in all sections of the nation. It allows the states to retain their power to determine who shall vote. It credits votes as they are cast for candidates. It will encourage national campaigns to be conducted in all parts of the nation. It has the final virtue of being the type of reform that can be enacted. This one strength is enough to make it a favored plan of reform over the affirmative proposal.

Comedy Cues

WHAT IS FREE SPEECH COMING TO?

I cannot forgive; I cannot forget
The chap ever ready with glib "Wannabet?"
Nor can I abide him, much as I try,
Who pompously uses MYSELF for plain I.
Up is my dander, to fight I am ready,
At the drop of the MOTS: "Us two's goin' steady."
And there is one fellow at whom I'd have blindly—
A beam in his eye, he intones, "Thank you, kindly."
I'd send him by rocket to Mars passage-free
Who recklessly cuts down REGARDING to RE.
Calling all teachers! You're hereby bidden
To outlaw such free speech as this: "I'm not kiddin'."

A. S. Flaumenhaft in *High Points*

DUPLICATION OF EFFORT

An efficiency expert stalked into a Washington office. He walked up to two clerks and asked the first, "What do you do here?" The clerk, fed up with red tape, buckpassing, forms, politics and above all, efficiency experts, answered, "I don't do a thing!" The efficiency expert nodded, made a note, and then said to the second clerk, "And you, what's your job here?" The second clerk, a fellow sufferer, said, "I don't do a thing, either". The efficiency expert's ears perked up, "Humm", he said, "duplication!"—*Wisconsin Journal of Education*

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